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ABSTRACT

During spring 1969, 46 per cent of the students at Harrisburg Area Community College (Pennsylvania) completed questionnaires relating to their personal characteristics (age, background, etc.), educational goals, and personal concerns. The data were examined to provide a general impression of the student body and to compare various student sub-groups. The respondents were representative of the entire student body in terms of sex, full- or part-time status, and most curricular groups. Among the findings were (1) 70 per cent of the respondents were male, 75 per cent were full-time students, and 75 per cent were single; (2) "developing mental abilities" and "vocational and professional training" were the most common educational goals; (3) participation in student activities was positively related to grade achievement level; and (4) respondents generally had positive feelings about the student body. (MS)

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Research Report No. 1

A PROFILE OF STUDENTS

A Description of the Characteristics, Attitudes, And Concerns of Students, Spring 1969

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JC 700 057

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 20 1970

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES

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To date there has been no adequate descriptive study of the student body at Harrisburg Area Community College. Prior efforts were centered around a few aspects of academic achievement and other demographic characteristics. In the spring of 1969, the faculty Research & Development Committee agreed upon the need for a description of our student body to include the opinions and views of students. Members of that committee and several students contributed to the design of the opinionnaire with which the data reported upon in this study were collected.

The purpose of this study was to provide information about our students to include, (1) a demographic description, (2) their educational goals and personal concerns, (3) and their evaluations of several aspects of their college experiences at H.A.C.C.

Population

At the time the opinionnaire was administered in April, 1969, there were 2274 full-time and part-time students attending classes on the campus. Several hundred part-time students enrolled at off-campus locations were not included in this study. Completed opinionnaires were received from 1047 students, or 46.0 percent of the campus population. A comparison of the respondent group with the entire campus population reveals that the respondents were representative according to sex, full-time or part-time status, and most curricular groupings. The respondent group was different

in that sophomores were over-represented, and freshmen were under-represented, and developmental and special student categories were under-represented. Tables 1-4 (Appendix) compare the distributions of respondent and population groups.

The Data and Its Treatment

All of the data in this study were self-reported by student respondents. Respondents provided information regarding their sex, marital status, age, the educational level of their parents, veteran's status, grade point average at H.A.C.C., class, full-time or part-time status, and curricular membership. These data are used as bases for a comparative examination of students' opinions, their views about the College, and other concerns.

The data collected from the questionnaire are examined, first, to provide a general impression of the student body and their opinions. The responses of various student sub-groups are also compared. Data are summarized and transformed in percentages and rank orders in order to support some generalizations.

Faculty members may wish to test specific hypotheses, and the data are available for such tests. Certain findings are illustrated in the body of this report. More complete tabulations are included in the Appendix. In addition, a data processing research deck may be made available to interested members of the College professional staff. All tables referred to in this report are located in the Appendix.

Findings

Description of the Respondents

The literature constantly refers to the community college student body as being "different" from the senior college or university student body and also as being "heterogeneous." Both adjectives are probably appropriate, and this study illustrates the heterogeneity of the H.A.C.C. student body.

Of the students who were enrolled during the second semester of the 1968-69 year, two-thirds (67.7%) were males and one-third (32.3%) were females. The sample was almost identical to the total campus student population; 69.4% of the respondents were males and 30.6% were females (Table 1).

Part-time and full-time students were proportionally represented in the study. The campus population contained 70.5% full-time students and 29.5% part-time students. The respondent group contained 73.9% and 26.1% full-time and part-time students, respectively (Table 2).

Sophomores were over-represented in the respondent group. Whereas enrollment figures show that 80.3% of our campus population were freshmen and 19.7% were sophomores, the respondents were self-reported as 61.3% freshmen and 38.7% sophomores. It is possible that some freshmen who had not completed 30 credits or more reported themselves as sophomores. Also, it seems reasonable that sophomores, whose experiences at the College were broader, more

numerous, and who probably felt more successful, would be more inclined than freshmen to complete the opinionnaire.

Most of the curricular groups were approximately proportionally represented in the study; however, the developmental and the special student groups were considerably under-represented (Table 4). The four career curricular groups (secretarial and office studies, business career, engineering and related technologies, and police and related career) were slightly over-represented. Thus, generalizations might be made with some assurance about all but the developmental and special student groups. Figure I illustrates the representation of respondents' curricular groups as percentages of the campus enrollments.

Certain other characteristics of the respondents can be reported, although they cannot be compared with the characteristics of the campus population. About three-fourths of the respondents were single (Table 5). Married students tend to be concentrated in certain curricular groups and are rarely present in others. To note several extremes, two-thirds of the "special" students are married, but only 6 percent of the secretarials and 12 percent of the developmentals are married.

Just over one-tenth of the respondents reported an earned cumulative grade point average (GPA) of under 2.00, four-tenths reported an average of 2.00 to 2.49, and about one-half reported an average of 2.50 or higher (Table 6).

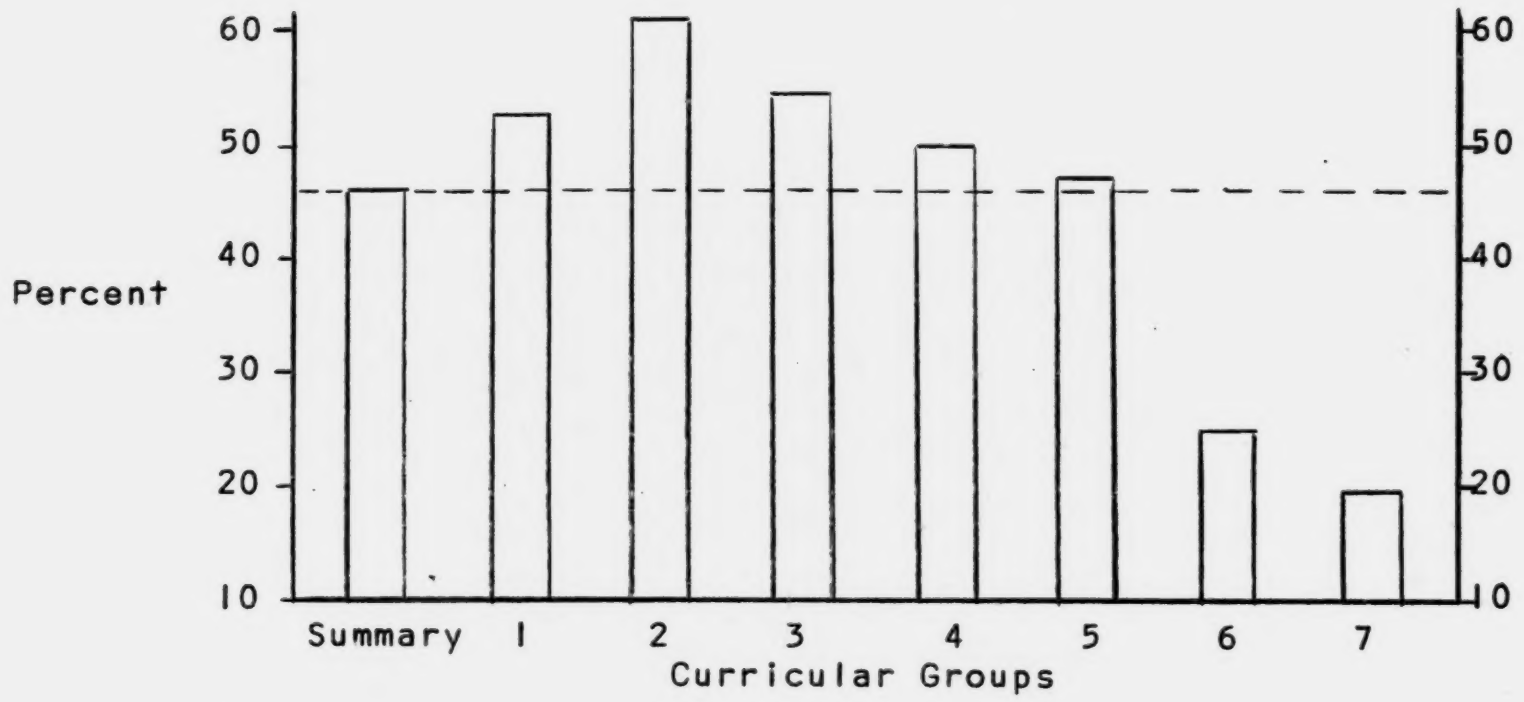

Figure 1. Representation by curricular groups* as a percent of their respective campus enrollments.

*Curricular groups are as follows:

1. Secretarial and office studies (Secretarial, Office Studies)

2. Business career (Accounting, Business Management, Data Processing, Food Services, Retailing)

3. Engineering and related career (Civil Technology, Drafting, Electronics Technology, Electronics Services and Merchandising, Industrial Electricity)

4. Police and related career (Corrections, Police Management, Public Administration, Public Service)

5. Transfer

6. Developmental

7. Special and others (Special students, guest students, unknown)

As one would expect, the majority of students were ages 19 and 20, with a substantial number between the ages of 22 and 29. Students in the "special" curricular category were under-represented and, therefore, probably constitute a larger proportion of the overall student population than is shown there. The distribution of students' ages appears in Figure 2.

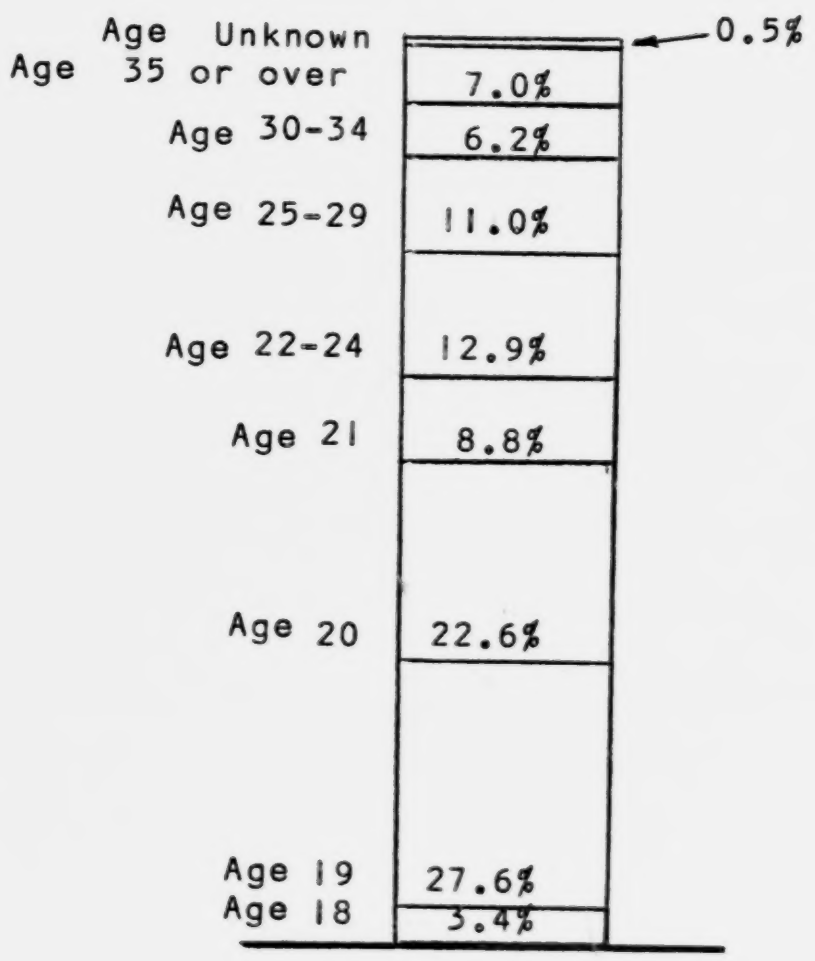

Figure 2. Distribution by age of students in the respondent group.

There were 239 veterans included in the study, of which 163 were receiving veterans' benefits. During the spring 1969, approximately 270 who were receiving veterans' benefits were enrolled on campus.[1]

The educational level of parents of these students was similar to that found in other community colleges (American Council on Education, 1967); and, as one would expect, parental education levels are below those found in students in four-year colleges and universities (Astin, 1965, 15). At the lower level, nearly one-third of the mothers and somewhat more than one-third of the fathers of students did not graduate from high school. At the upper level, just over 4 percent of the mothers and about 12 percent of the fathers had earned a bachelors or higher degree (Table 9).

Figure 3 reveals different patterns of educational achievement for fathers of students as compared to that for mothers. Whereas the mothers are somewhat more educated than fathers at lower levels (did not graduate from high school), they are less well-educated at the upper levels (attended college or received college degrees). Essentially, these data trace the national pattern in which males tend more to drop out at the secondary school them females, but higher education is held to be more important for males than for females (Havighurst and Neugarten, 1967, pp. 74, 75, 98).

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[1] Donald Miller, counselor and veterans' affairs officer, personal communication.

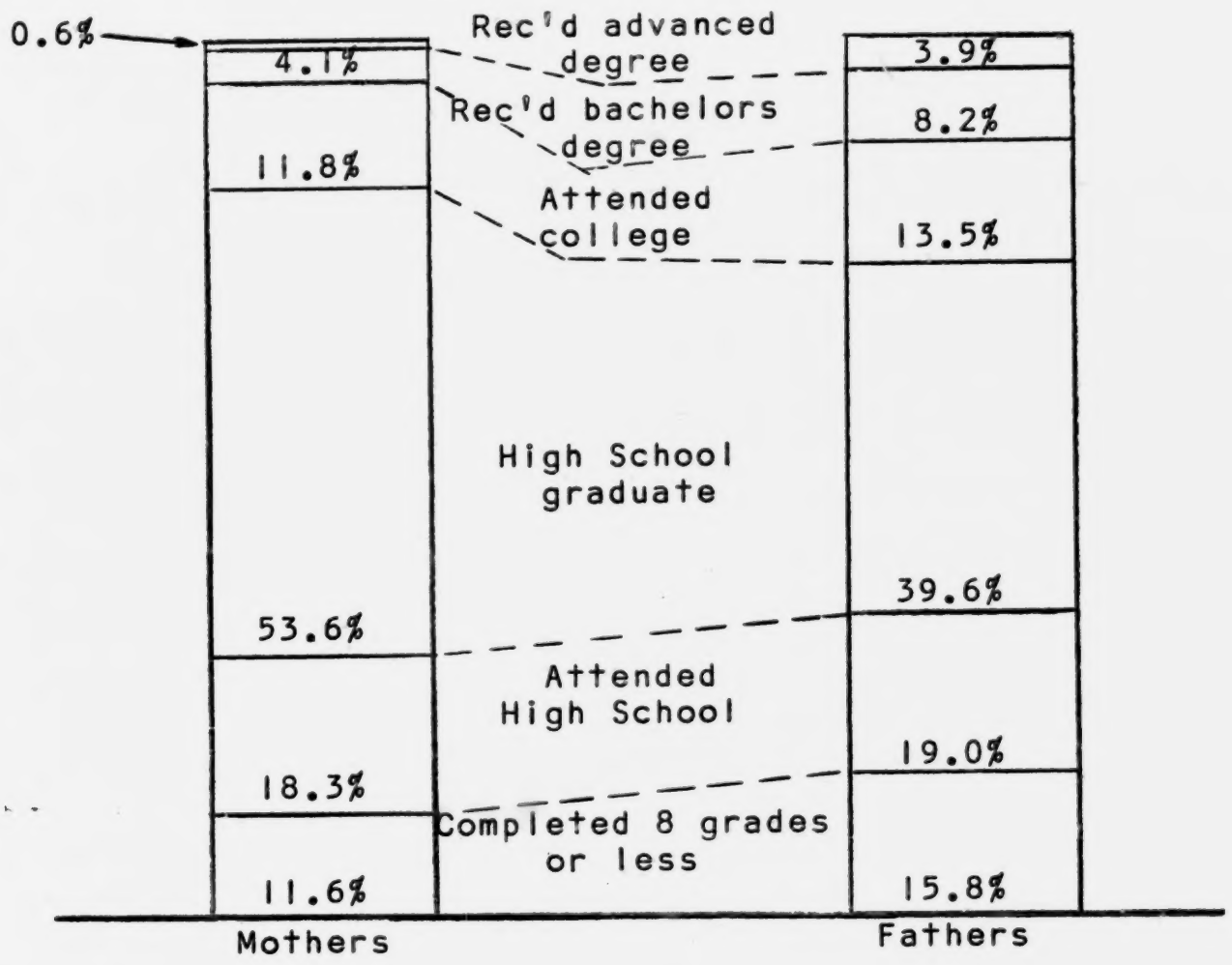

Figure 3. Distribution of parents' levels of education.

Educational Goals and Personal Concerns

Respondents were asked to rate each of nine educational goals as "essential," "important," "of some importance," or "of little or no importance." The goals were adapted from a national list of general educational goals (United States President's Commission for Higher Education, 1947).

A rating of each of the educational goals appears in Figure 4. Mental ability was most highly rated, closely followed by vocational and professional training. These were followed in rank order by learning how to enjoy life,

earning a higher income, developing my personality, developing moral standards, making a desirable marriage, developing a satisfying philosophy, and becoming a cultured person.

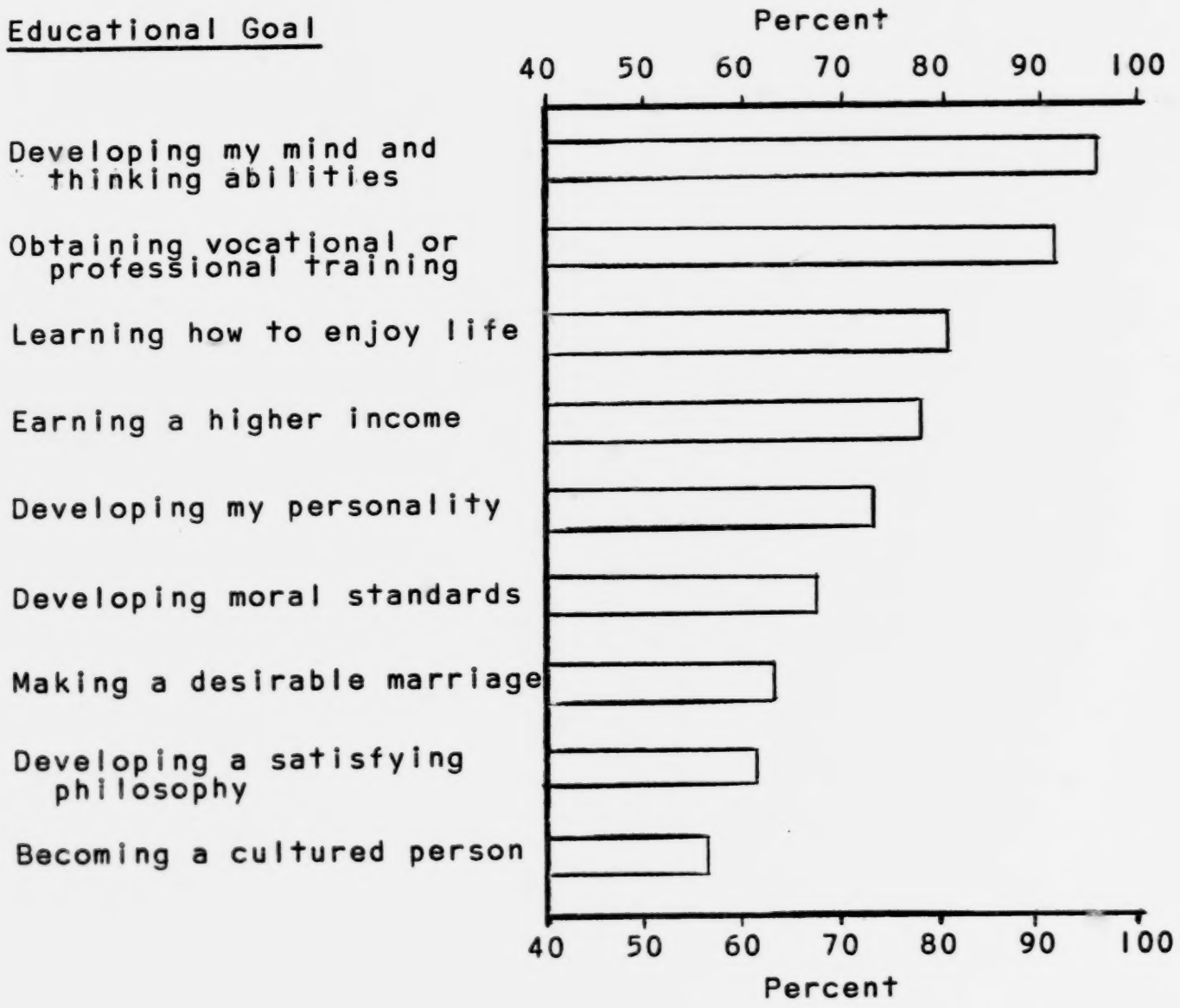

Figure 4. Ratings of educational goals as essential or important.

The several curricular subgroups were generally in agreement about the relative ranking of these goals (Table 10). There were rank differences of three or more positions for only two goals--desirable marriage and cultured person. The special students rated a desirable marriage more highly than did the other groups, and developmental students rated becoming a cultured person more highly than the other groups. Students in all curricular subgroups agreed in their first two rankings.

Personal concerns. Seventeen personal goals, seven related to Havighurst's (1953, 111-158) developmental tasks for the post-adolescent period and ten of a contemporary nature, were rated as "very important," "important," "of some importance," or "of little or no importance." (Figure 5)

Concern with self-concept claimed the attention of most students. Issues relating to societal problems received generally lower ratings by students. "Selecting a mate and preparing for marriage" and "starting a family" are rated very near the bottom of the 17 goals. Concern with social problems was highest in relation to race and poverty as compared with war and over-population. Thus, as one would expect, students are concerned with immediate relationships and interactions with the environment.

The personal concerns of students in the seven curricular groups are shown in Table 11. There was general agreement among these groups in their ratings. Business career students

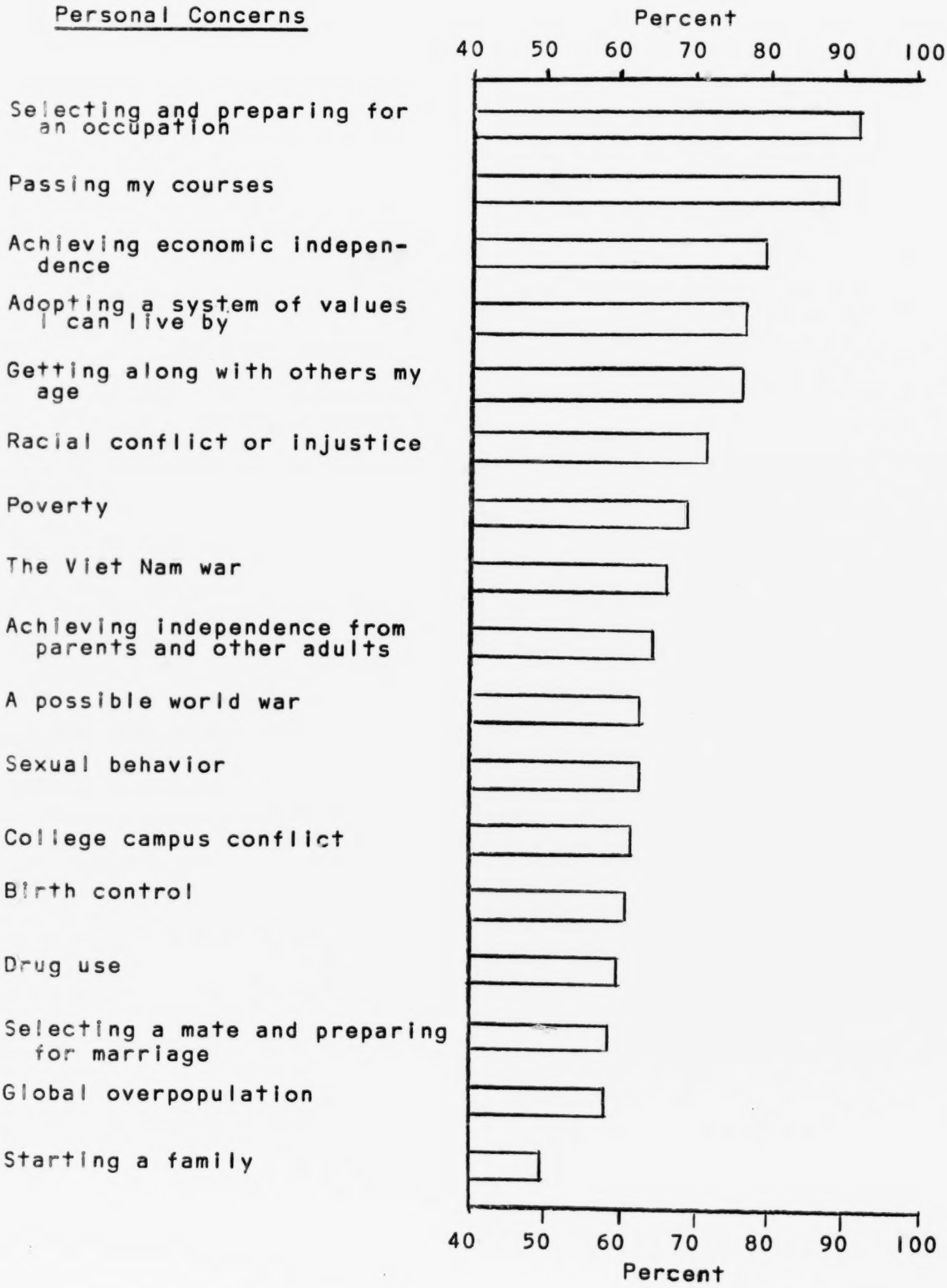

Figure 5. Ratings of personal concerns as very important or important.

rated "getting along with peers" more highly, and developmental students rated that concern lower than did the other groups. Secretarial students rated the Viet Nam war as far more important than did the other groups. Police management students rated drug use as a more important concern than did other groups.

Participation in Activities

Students were asked to indicate whether they participated in each of eight specified areas of co-curricular activities and in "other" instances of participation. The extent of respondents' participation in these activities is illustrated in Figure 6. A student could check more than one activity, or none of the activities.

Student clubs or organizations were most popular (nearly 20 percent participated), followed by fraternities or sororities, intramural athletics, and volunteer service groups. Just over six percent of the respondents were active in either student publications or faculty-student committees. Student government and dramatics were each participated in by three percent or less of the students. "Other" forms of participation were listed by about three percent of the respondents.

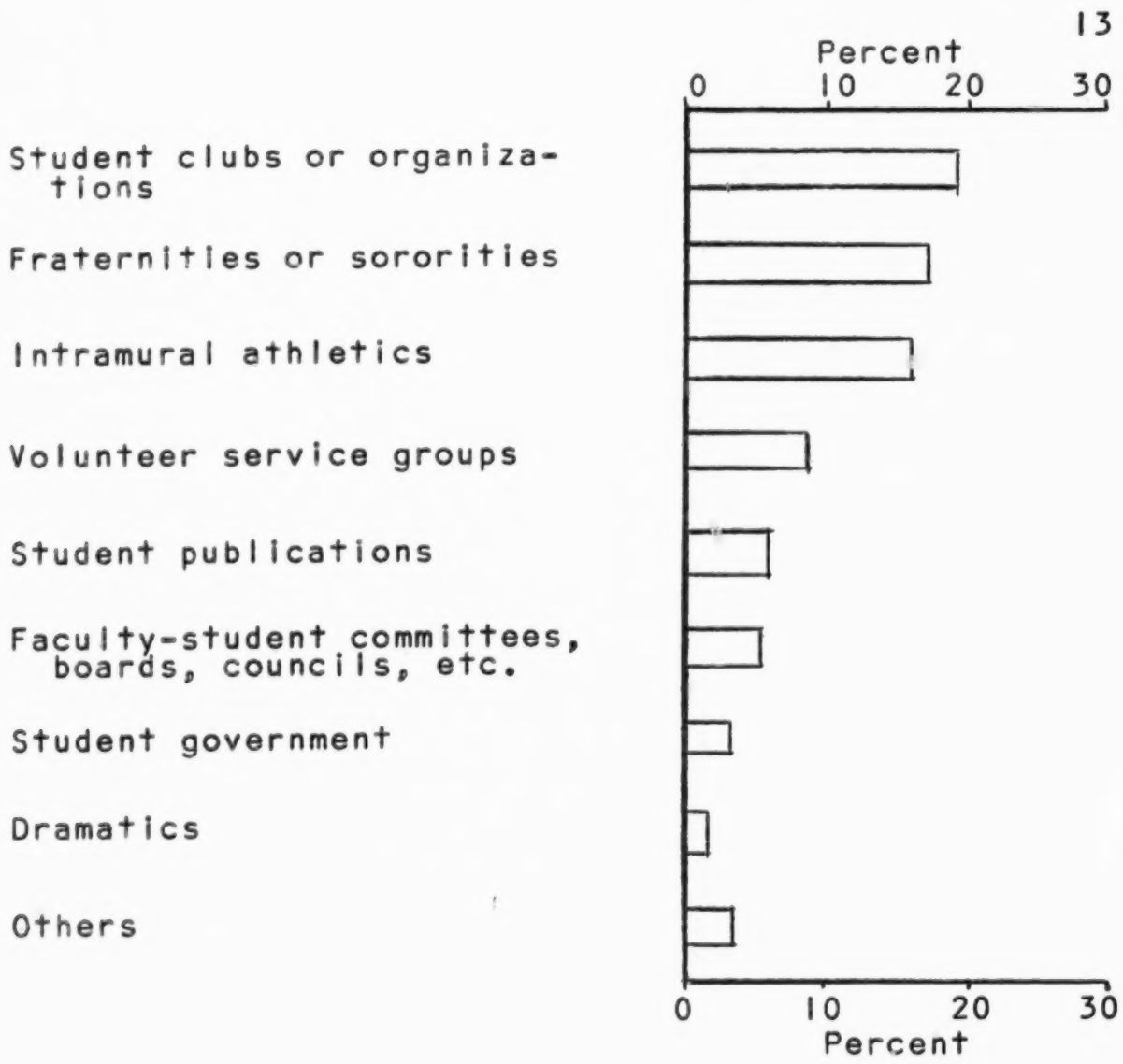

Figure 6. Participation in several types of co-curricular activities.

Student activities are a significant part of the college experience for large numbers of students. Many educators suggest that such activities are the means to significant personality development. Because of the importance of student activities, the patterns of participation by H.A.C.C. students are analysed. This analysis extends to examining the data by curricular groups, sex, age, earned grade level, class, full-time and part-time status, and educational level of the student's father.

Curricular groups. Students in the engineering and related technology group and the transfer group were the most active of all curricular groups. However, the activity

of engineering and related technology students was to a large extent in intramural athletics, more so than for any other curricular group. The transfer students were shown to be considerably more active than any other group. Their participation proportionally exceeds that of other groups in five of eight areas of activity. The special students were least active, with under five percent being represented in any given type of activity. Interestingly, developmental students were as active overall as any other curricular group except the transfer group. Table 12 contains data for participation by curricular groups.

Sex. There is a tendency for more males than females to participate in student activities (84.0% vs. 78.8%). Females participate more than males (10.9% vs. 4.4%) in student publications. Males participate in intramural athletics much more than do females (21.2% vs. 4.1%). Females participate more than males in student clubs and organizations (25.6% vs. 16.8%). Table 13 shows the complete pattern of participation by sex in co-curricular activities.

Age. A considerable variation in the extent of participation and some variation in the type of participation exists according to age of students (Table 14). Participation increases with age at the younger levels up to age 21, where it begins to diminish with increasing age. Very little participation was reported among students 30 years of age or older.

Of greatest interest to students age 30 and over are student clubs or organizations. For students under 30, fraternities and sororities and student clubs and organizations are common forms of participation. At ages 22-24 and 25-29 fraternity participation is greater than in any other area. Activity on faculty-student committees is reported more frequently by students at age 21 than for other groups. Students between age 21 and 29 participate proportionally more in student government than do younger or older students.

Level of earned grades. Some variation was noted in the extent of participation by students at different levels of grade achievement (Table 15). However, this variation may well be related to age, sex, and perhaps other factors. Students who earned grades in the 2.00-2.49 range reported the greatest participation, followed by students whose grades are under 2.00, and finally by students who earned above a 2.50 level. Students from the highest grade level participate less in athletics than do other students, and more in student government. Students at all grade levels are represented nearly proportionally in faculty-student joint groups.

Overall, there are not strong variations in the patterns of participation by students in the several grade levels.

Class. Striking differences were found in the extent and patterns of participation by students who reported themselves as freshman, sophomores, and sophomores who would receive their degrees in 1969 (Table 16). Based on cumulative percentages of participation within these three groups,

students who expected their degrees in 1969 were twice as involved in activities as were freshmen. Participation by non-graduating sophomores was at a level midway between the other two groups. Activities in which those who expected their degrees in 1969 were most involved, in comparison with the other two groups, were student publications, faculty-student committees, student clubs or organizations, and student government.

Full-time or part-time. Part-time students are involved very little with student activities, regardless of the type of activity (Table 17). Several explanations for their non-participation may be offered: (1) part-time students are not interested, (2) they don't have time, and (3) the College has not promoted activities of a nature to be of specific interest and value to part-time students. While each assumption is probably true to an extent, the educational value of co-curricular activities suggests that more effort might be devoted to discovering the needs of part-time students which may be met by college activities.

Educational level of father. There are striking variations in both the extent and pattern of participation by students according to the level of their father's education. See Figure 7 and Table 18. Students whose fathers attended college participate considerably more than did those whose fathers terminated their education at high school. Least participation exists by students whose parents completed eight grades or less of school. Students whose

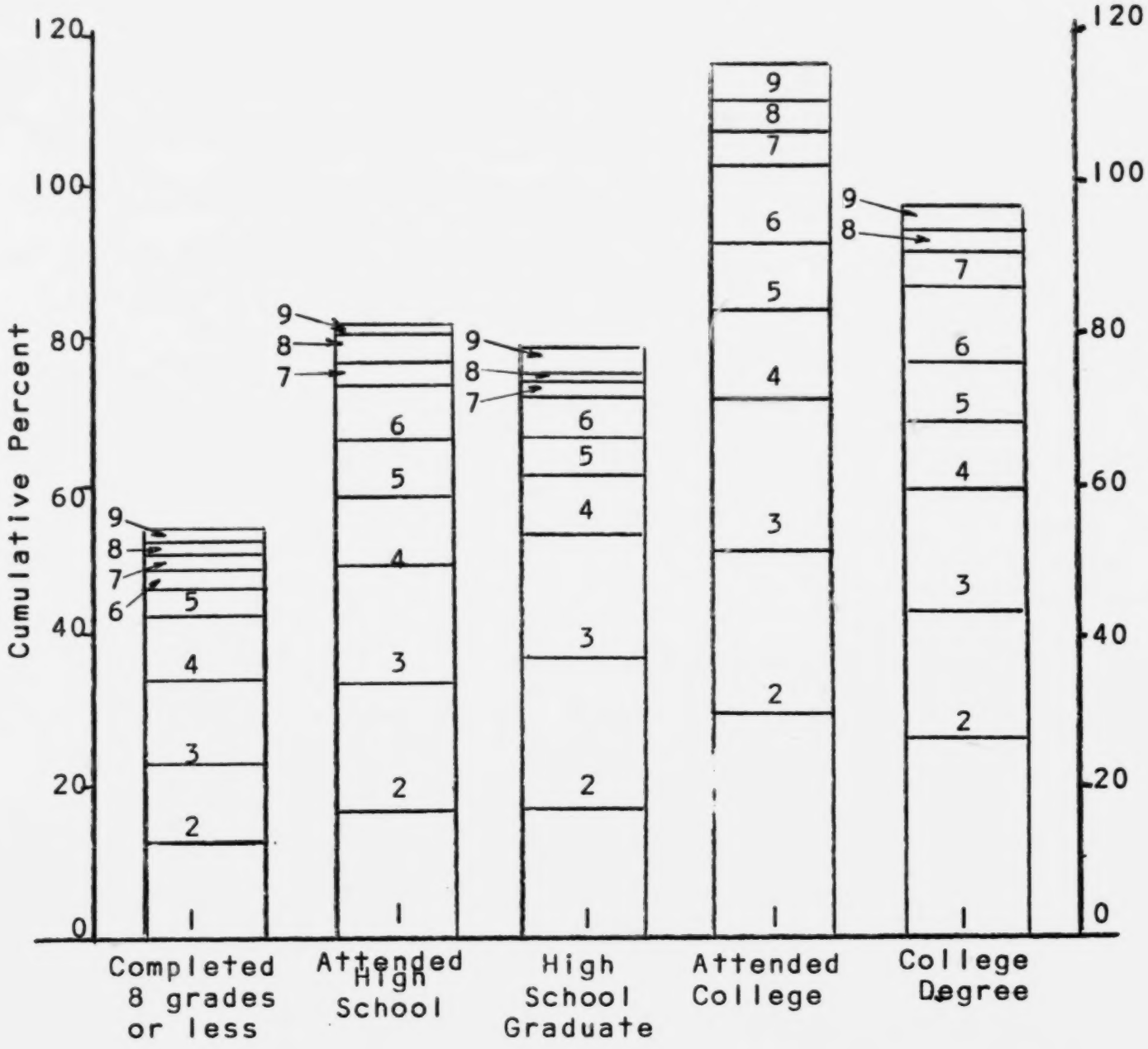

Figure 7. Participation by levels of father's education in several types of co-curricular activities.

Legend:

1. Student clubs or organizations
2. Fraternities or sororities
3. Intramural athletics
4. Volunteer service groups
5. Student publications
6. Faculty-student committees, boards, councils, etc.
7. Student government
8. Dramatics
9. Others (specified by individuals)

fathers attended college participate more than twice as much as students whose fathers completed eight grades or less of school, in areas of student publications, faculty-student committees, student government, and other unspecified activities.

Evaluation of the College

Evaluations by students of several aspects of the College were desired. Students were asked to rate general courses; courses of a technical or professional nature; other aspects of the educational program such as the library, counseling, and student activities; the extent or process of decision-making by students, faculty, and administration; the student body; valued and disappointing experiences at the College; and a recommendation of the College to others. The nature of the questions and the patterns of students' responses are shown in the comments which follow. Unfortunately, bases for comparing our data with those of other colleges are lacking, and our interpretations are necessarily restricted. Fruitful comparisons between respondent subgroups are possible and are presented where they will contribute to our understanding.

General subjects. Students were asked to rate general subjects as "highly beneficial," "desirable, but not essential," or "of little or no value." They were instructed to rate only those subject areas in which they completed two or more courses (including their current classes). The

ratings of general subjects as "highly beneficial" are shown in Figure 8.

Overall, the subjects were rated as highly beneficial in the following rank order: English, social/behavioral sciences, mathematics, life sciences, physical sciences, humanities, and French or German. English received a highly beneficial rating from 59.7% of the respondents, while, at the other extreme, French or German received a highly beneficial rating from 13.5% of the respondents.

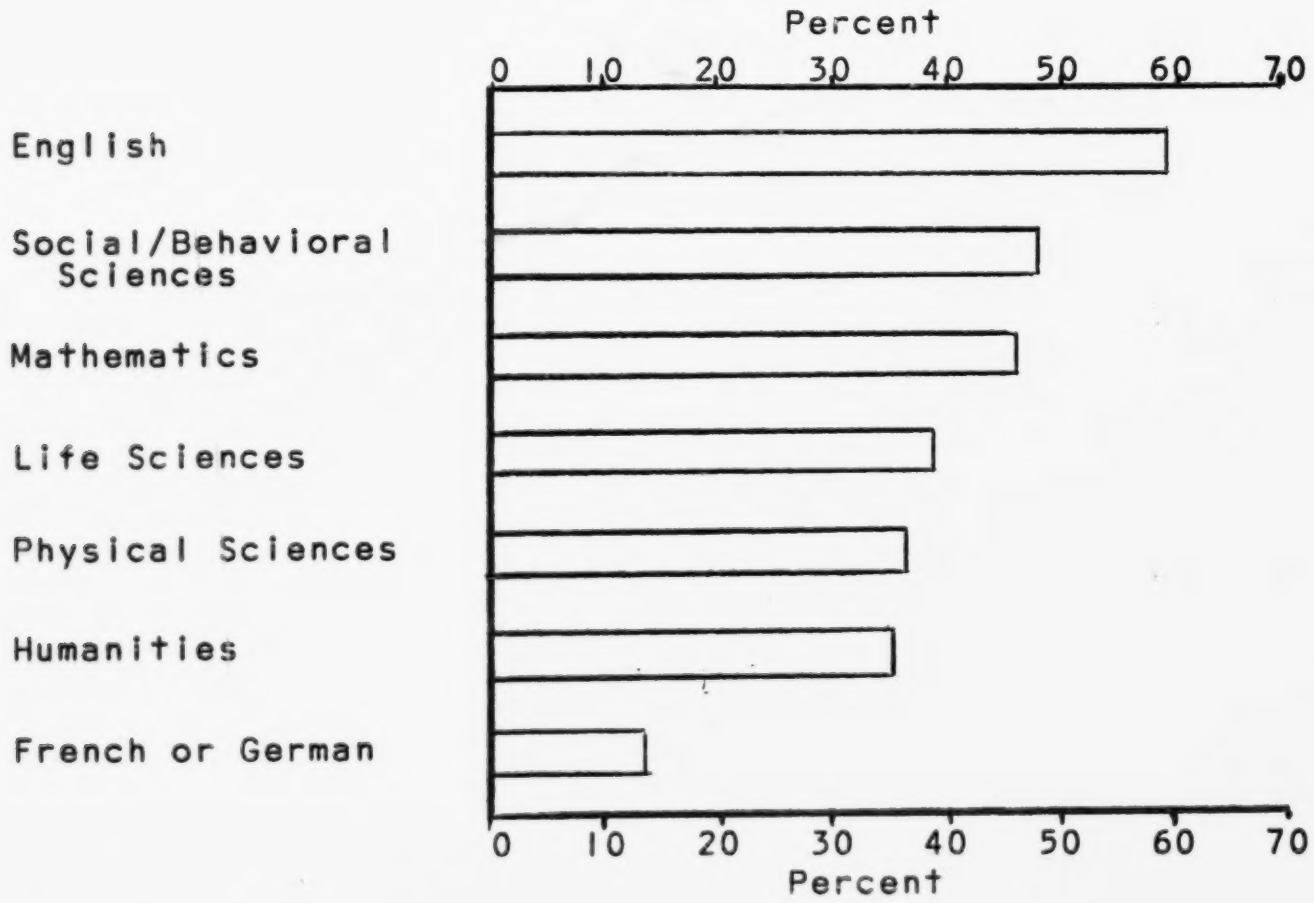

Figure 8. Ratings of general subjects as highly beneficial.

Looking at the ratings by curricular groups, we see considerable variation between the groups (Table 19). Secretarial students rated social/behavioral sciences and mathematics relatively low. Business career students rated physical sciences and life sciences quite low. Engineering technology students rated social/behavioral science and English very low, but they rated mathematics and physical sciences high. Police management students rated mathematics and and English as low. Perhaps surprisingly, they also rated social/behavioral sciences as high as did the entire respondent group, and humanities somewhat higher than did the entire respondent group.

Ratings by transfer students were close to the total respondents' ratings, but some differences are worth noting. They rated the following subjects higher: English, social/behavioral sciences, life sciences, humanities, and French or German. They rated mathematics lower.

Few developmental students rated general subjects, as their schedule of courses prevented many of them from qualifying. They rated English much higher than did most other groups. Special students rated most subjects higher than did other curricular groups; however, they rated humanities lower than did the entire respondent group.

Technical or professional subjects. Fifteen specialized technical or professional subjects were rated by respondents according to the same instructions as for general subjects. These specialized subjects are shown in Figure 9 according

to "highly beneficial" ratings by students who were required to schedule them. Additional numerical data are also shown in Table 20.

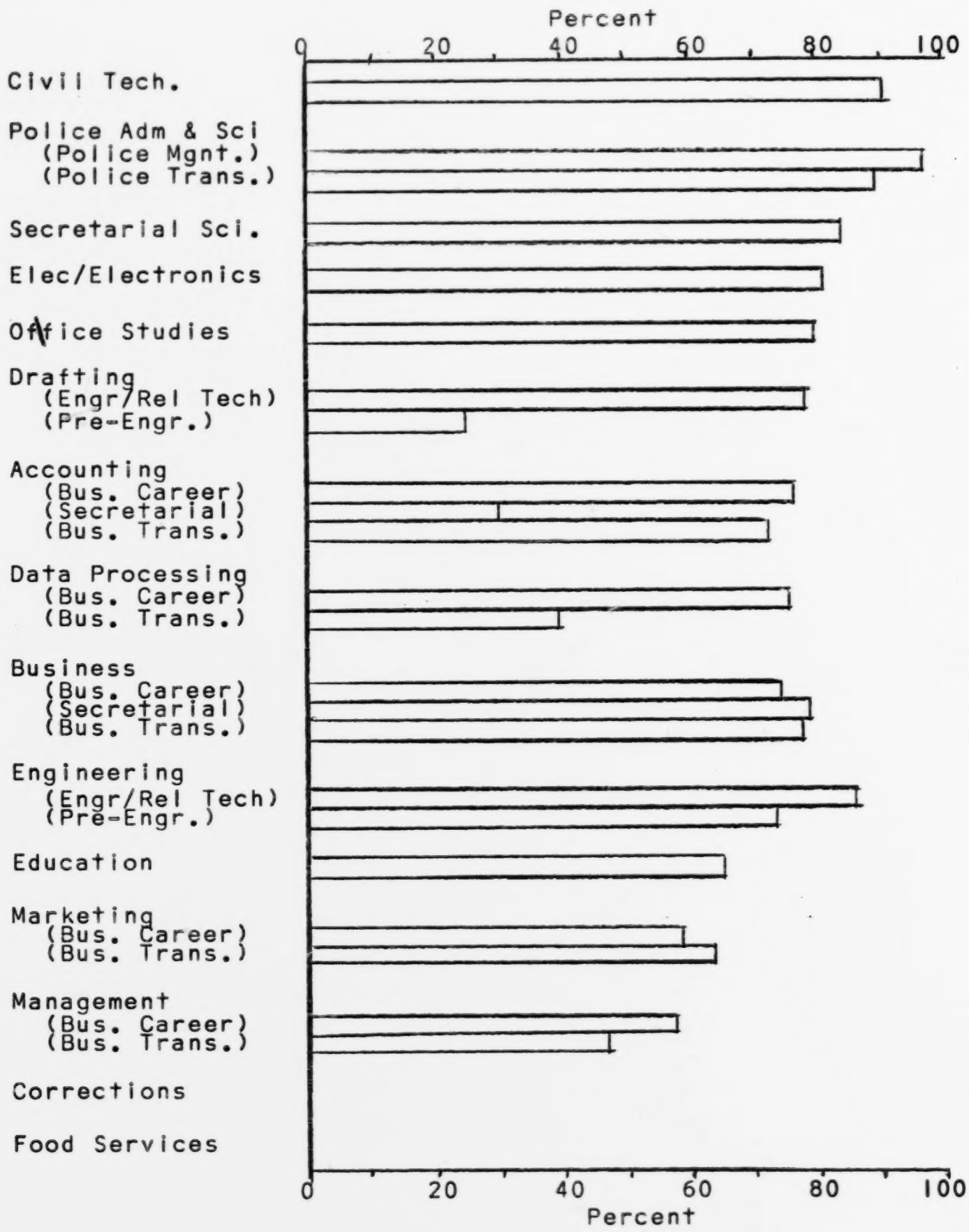

Figure 9. Ratings of technical or professional subjects as highly beneficial.

Because ratings by separate curricular groups for the same subject occur in several instances, it is difficult to specify a distinct rank order, so the rank order of subjects as shown in Figure 9 should be viewed as approximate. Subjects which were rated as highly beneficial by 80% or more of the respondents were civil technology, police administration and science, secretarial science, electrical/electronics, and office studies. Two subjects - corrections and food services - were rated as highly beneficial by fewer than five persons and were rated totally by less than thirty persons. The reliability of the rating data in these two course areas is doubtful, and ratings are not shown.

These ratings data have implications for subject relevance and contribution to curricula. However, the reader must guard against drawing conclusions about subjects from the information provided in this report. The data presented here might contribute to an appraisal of specific subjects by those faculty members responsible for the several educational programs.

Aspects of the educational program. Respondents were asked to rate seven selected aspects of the educational program at H.A.C.C. as "superior," "good," "fair," "poor," or "cannot rate." The ratings of these aspects are shown in Figure 10.

Courses, instruction, and the library were rated as superior or good by three-fourths or more of all students. Personal counseling and academic advisement were rated as

superior or good by just over half of the respondents. Lowest ratings were given to advisement in employment or transfer and to the student activities program, with just over one-third of the respondents rating them as superior or good.

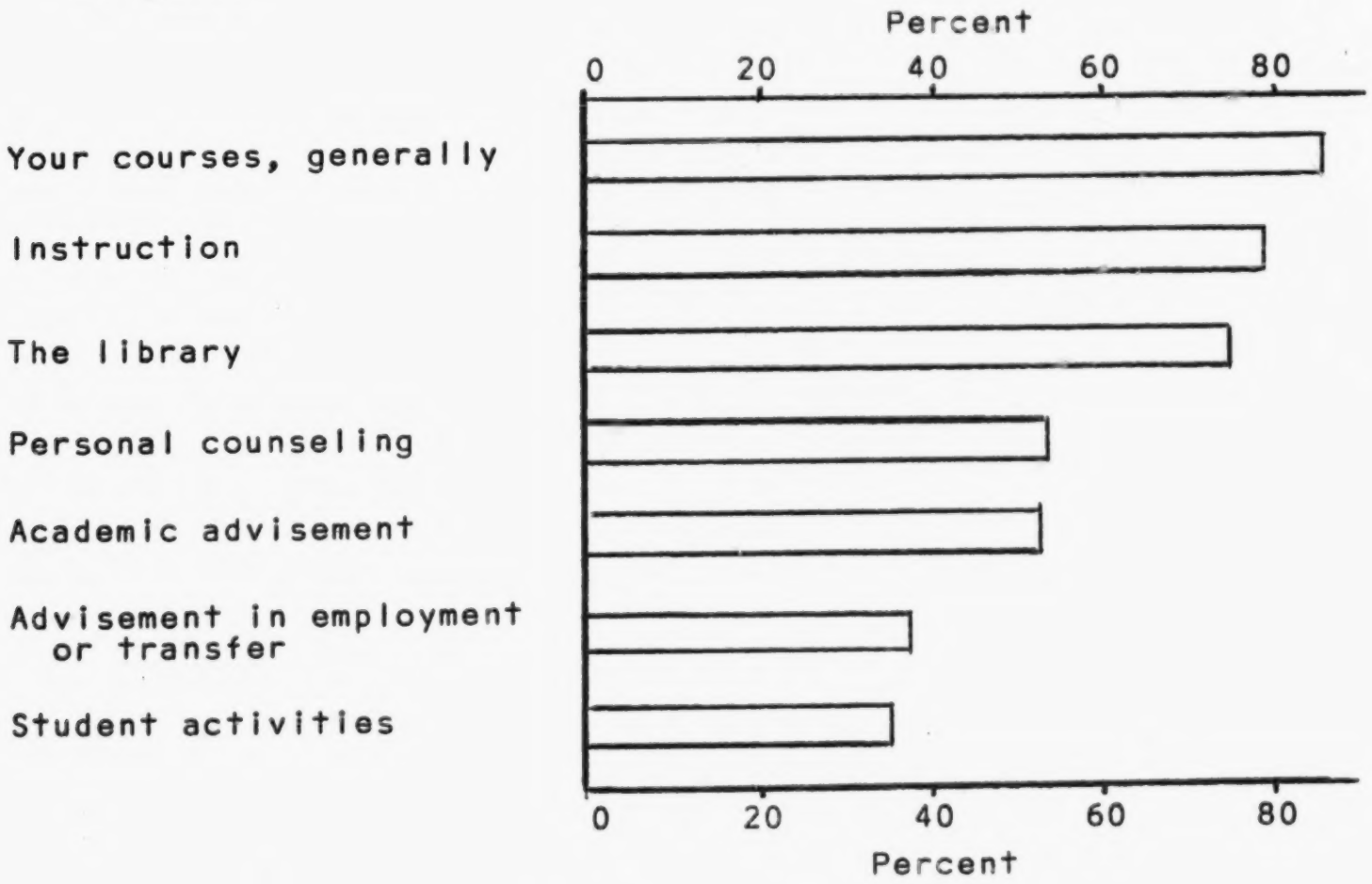

Figure 10. Ratings of aspects of the educational program as superior or good.

The curricular groups were in general agreement in their ratings of the several aspects of the educational program (Table 21). Several exceptions occurred in the ratings of the developmental and the special groups. Developmentals rated the library highest, and "your courses,

generally" third highest. They rated academic advisement lowest of the seven aspects. Special students were generally more critical in their ratings than other students. They rated only courses and instruction highly; over 80% of the special students rated them as superior or good. Thus, it appears that the positive experiences of special students at H.A.C.C. are relatively restricted to the classroom.

Decision-making at H.A.C.C. An attempt was made to obtain students' reactions as to what was an ideal extent of participation by students, administration, and faculty in decision-making at H.A.C.C. Unfortunately, the item was ambiguously worded, (who participates...versus...the importance of each of the groups...) and the meaning of the data is uncertain. Therefore, the data are not summarized or discussed in this report.

Evaluation of the student body. Students were asked to rate the H.A.C.C. student body along a five-point scale for each of 13 dimensions according to a semantic differential technique. Nine of the following dimensions can be judged according to desirability versus undesirability:

sweet-sour
fair-unfair
involved-apathetic
interesting-uninteresting
attractive-unattractive
sociable-unsociable
leaders-nonleaders
loyal-unloyal
friendly-unfriendly

It is felt that a "desirable" rating on a given dimension reflects a positive view of the H.A.C.C. student body by the respondent.

The remaining four student body dimensions can be evaluated, but not necessarily for desirability or undesirability. These include the following:

intellectual-vocational
low income-high income
all alike-much difference
liberal-conservative

Table 22 contains the percentages by curricular groups of respondents who rated their fellow students along the 13 dimensions, according to their desirability or undesirability or according to the implications of the last four dimensions.

Generally, respondents rated the student body as positive, rather than neutral or negative, on dimensions of fair-unfair, interesting-uninteresting, attractive-unattractive, sociable-unsociable, and friendly-unfriendly. A slightly positive rating was given to the student body along the loyal-unloyal dimension. Neutral ratings were given along dimensions of sweet-sour and leaders-nonleaders. A somewhat negative rating was given along the involved-apathetic dimension; nearly 40% of the respondents rated the student body as somewhat apathetic.

There was general agreement among curricular groups in their ratings of the student body. If we consider 13 dimensions rated by seven curricular groups as 91 ratings,

then curricular ratings that deviated noticeably from overall ratings occurred in only nine instances. Some of these are noted: Engineering technology students, more than others, rated students as unloyal (34%). Developmental students tended to rate students as intellectual (45%) rather than neutral or vocational. Four student groups - secretarial, police management, developmental, and special students - rated the student body as liberal rather than neutral or conservative.

Perhaps the most striking and distinct rating, and one in which all groups agreed, was one of "much difference" along the all alike-much difference dimension. Nearly 55% of all respondents agreed that students at H.A.C.C. are different, a point relating to an observed heterogeneity of our student body.

Valued and disappointing experiences at H.A.C.C.

Respondents were asked to describe the experience(s) at H.A.C.C. which they valued most, and the experience(s) at H.A.C.C. which they found most disappointing. These comments were coded into 26 categories believed to best typify the total group of responses. In order to make available the vividness and essential flavor of the comments, they were paraphrased and categorized.[2] The 26 categories include aspects of administration, student activities, classes, counseling, college environment, instructors and

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[2]By John Goodyear, assistant professor and division counselor, Communication and the Arts

instruction, students, and other areas. Table 23 contains the list of valued experience categories in the order of the frequency with which they were mentioned, and Table 24 contains similar information about the disappointing experiences.

Students most frequently expressed valued experiences which are categorized as learning opportunity (169); social interaction with students (143); classes and courses (86); interaction with instructors (79); other specific personal experiences (72); and social, club, or organizational activities (52). Together, these comments account for four-fifths of the total (746). The opportunities to learn, to interact with others interested in learning, and to interact socially, appear very important to our students.

Disappointing experiences were more broadly distributed over a number of topics. The most frequently used category was specific personal experiences (98); followed by students' attitudes and behavior (73); students' school spirit and participation (70); classes and courses (66); instructors, generally (60); social, club, and organizational activities (40); student disturbances and racial conflict (38); instruction, generally (35); specific and unimportant comments, as judged by the writer, (30); and sports (20). Together, these account for 530 of an estimated 681 disappointing comments.

The paraphrased and categorized comments about valued and disappointing experiences are available to the professional staff upon request. They are not included in the Appendix.

Recommendation of the College. Respondents were asked, "Would you recommend H.A.C.C. to a person who is considering enrolling in the same program you are in?" Ninty-four percent of the respondents answered the question. Of these, 91 percent said "yes" and 9 percent said "no." Table 25 contains data for these responses by sex, marital status, GPA level, age, class, veterans status, full-time or part-time status, level of father's education, and curricular groups. Males were slightly more favorable than females in their responses, married persons more than single persons, students with higher GPA's more than those with lower GPA's, freshman more than sophomores, veterans more than non-veterans, part-time students more than full-time students, older students more than younger ones, and students with low levels of father's education more than those with better-educated fathers. Among curricular groups, the three career areas of business, engineering, and police responded markedly more favorable, while special students were less favorable. Transfer students, secretarial students and developmental students gave responses near those of the entire respondent group.

Implications of the data for rating the College are complex and beyond the scope of this paper. Multiple regression techniques might be used to identify student characteristic factors which are basically related to degree of satisfaction with the College. The reader should view

the apparent relationships in the previous description with caution, until more controlled techniques have identified which relationships are basic and which are merely apparent.

The meaning of a 91 percent approval (recommendation) is not clear, as we have no similar studies upon which to compare our data. To the writer the data indicates that H.A.C.C. students generally do view the institution quite positively, and that feeling would seem to contribute to their learning environment at H.A.C.C.

Summary and Implications

All information for this study was summarized from 1047 completed student questionnaires, or 46 percent of the campus population during the spring 1969 semester. The respondents were representative of the campus population by sex, full-time or part-time status, and most curricular groups. The respondents differed from the entire student population in that sophomores were over-represented, and students from the developmental and special curricular groups were under-represented.

Several statements are descriptive of the personal and background characteristics of the respondents:

1. Seventy percent of the respondents were males.
2. Three-fourths were full-time students.
3. Six-tenths were reported as freshmen and four-tenths as sophomores.

4. Three-fourths were single.
5. Nine-tenths reported a cumulative grade point average of 2.00 or higher.
6. A majority were ages 19 and 20, with a substantial number between the ages of 22 and 29.
7. The respondent group included 239 veterans, 163 of whom were receiving veterans' benefits.

The educational level of the parents of students was similar to that found in other community colleges and below that found for students at four-year colleges and universities.

"Developing mental abilities" and "vocational and professional training" were rated most highly among nine educational goals. Among personal concerns, students were concerned more with immediate relationships and interactions with their environment than with broader social problems.

Participation in student activities was highest in student clubs, organizations, and athletics and lowest in publications, governance groups, and dramatics. Several statements are descriptive of the extent and patterns of student participation in activities, as follows:

1. Transfer students were most active.
2. Males participated proportionally more than females, but females participated more in publications and in clubs and organizations.
3. Students of age 21 participated more than older or younger students.

4. Student participation was positively related to grade achievement level.
5. Sophomores were much more involved in activities than were freshmen.
6. Part-time students were involved very little in student activities.
7. The extent of participation was positively correlated with fathers' level of education.

General education subjects were rated as highly beneficial in the following rank order: English, social/behavioral sciences, mathematics, life sciences, physical sciences, humanities, and French or German. Several specialized technical or professional subjects were also rated by those students who had completed two or more courses in a given area.

Several aspects of the educational program were rated as superior or good in the following rank order: courses, instruction, the library, personal counseling, academic advisement, advisement in employment or transfer, and the student activities program.

Respondents generally rated the student body as positive in their responses to a number of descriptive terms. Perhaps the most striking rating was on the much difference-all alike dimension; the student body was rated as "much different" by one-half of all responding students.

Students described as positive those experiences related to opportunities to learn, to interact with others interested in learning, and to interact socially. They described as disappointing certain experiences related to attitudes, participation, and behavior of the student body.

Ninety-one percent of the respondents noted they would recommend H.A.C.C. to prospective students in the same programs they were in.

Implications

The results of this study may be useful to all who are interested in making H.A.C.C. a better place to learn and live. These findings may suggest to students and faculty alike certain ideas that can improve the environment at H.A.C.C., such as exploring new dimensions for co-curricular activities that will appeal to older students and part-time students. The Student Government Association may wish to use certain information about desires and needs of specific student sub-groups in college governance and in student activities generally. Faculty groups may be interested in these findings as they relate to evaluation of educational programs and courses. Certain findings in this report may suggest the need for further study of specific concerns which were treated only briefly in this study.

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APPENDIX

TABLE 1
COMPARISON BY SEX OF RESPONDENTS
AND CAMPUS ENROLLMENT

	Respondents		Campus Enrollment	
	N	% of Respond.	N	% of Enroll.
Male	727	69.4	1539	67.7
Female	320	30.6	735	32.3
Total	1047	100.0	2274	100.0

TABLE 2
COMPARISON BY FULL-TIME OR PART-TIME STATUS
OF RESPONDENTS AND CAMPUS ENROLLMENT

	Respondents		Campus Enrollment	
	N	% of Respond.	N	% of Enroll.
Full-time	757	73.9	1604	70.5
Part-time	267	26.1	670	29.5
Total	1024	100.0	2274	100.0

TABLE 3
COMPARISON BY CLASS OF RESPONDENTS
AND CAMPUS ENROLLMENT

	Respondents		Campus Enrollment	
	N	% of Respond.	N	% of Enroll.
Freshmen	625	61.3	1825	80.3
Sophomores	395	38.7	449	19.7
Total	1020	100.0	2274	100.0

TABLE 4
COMPARISON BY CURRICULAR GROUPS OF RESPONDENTS
AND CAMPUS ENROLLMENT

	Respondents		Campus Enrollment	
	N	% of Respond.	N	% of Curr. Enroll.
Secretarial and office studies	48	4.6	90	4.0
Business career	172	16.7	280	12.3
Engineering and related careers	91	8.8	166	7.3
Police and related careers	47	4.6	93	4.1
Transfer	587	56.9	1239	54.5
Developmental	25	2.4	100	4.4
Special, others	61	5.9	306	13.4
Total	1031	100.0	2274	100.0

TABLE 5
MARITAL STATUS OF RESPONDENTS

	N	%
Single	776	74.4
Married	249	23.9
Other	18	1.7
Total	1043	100.0

TABLE 6
EARNED GRADE-POINT AVERAGE
OF RESPONDENTS

	N	%
Under 2.00	112	10.9
2.00 to 2.49	418	40.5
2.50 or higher	501	48.6
Total	1031	100.0

TABLE 7
AGE BY SEX AND SUMMARY GROUP OF RESPONDENTS*

	Male		Female		Total	
	N	%	N	%	N	%
18	18	2.5	18	5.6	36	3.4
19	166	22.8	123	38.4	289	27.6
20	159	21.9	78	24.4	237	22.6
21	70	9.6	22	6.9	92	8.8
22-24	115	15.8	20	6.2	135	12.9
25-29	96	13.2	19	5.9	115	11.0
30-34	52	7.2	13	4.1	65	6.2
35 or over	48	6.6	25	7.8	73	7.0
Unknown	3	.4	2	.6	5	.5
Total	727	100.0	320	100.0	1047	100.0

* Age as of December 31, 1969

TABLE 8
VETERANS' STATUS OF RESPONDENTS

	N	%
Yes, getting veterans' assistance	163	15.9
Yes, no veterans' assistance	76	7.4
No	786	76.7
Total	1025	100.0

TABLE 9
EDUCATIONAL LEVEL OF THE PARENTS OF RESPONDENTS

	Mother		Father	
	N	%	N	%
Completed 8 grades or less	119	11.6	162	15.8
Attended high school	188	18.3	195	19.0
High school graduate	553	53.6	408	39.6
Attended college	122	11.8	139	13.5
Received bachelors degree	42	4.1	84	8.2
Received higher degree	6	.6	40	3.9
Total	1030	100.0	1028	100.0

TABLE 10
RATINGS OF EDUCATIONAL GOALS BY SUMMARY AND CURRICULAR GROUPS*

Educational Goal	Summary	Rank-Order and Percentage ( ) Rating as Essential or Important 1	2	3	4	5	6	7
Developing my mind and thinking abilities	1 (97.6)	1 (100.0)	1 (97.1)	1 (95.6)	1 (100.0)	1 (97.9)	1 (96.0)	1 (100.0)
Obtaining vocational or professional training	2 (91.3)	2 (95.8)	2 (93.6)	2 (94.5)	2 (97.9)	2 (90.2)	2.5 (80.0)	2 (88.4)
Learning how to enjoy life	3 (80.7)	4 (85.4)	4 (81.2)	4 (80.0)	6 (70.2)	3 (81.2)	2.5 (80.0)	3 (81.0)
Earning a higher income	4 (77.8)	3 (93.7)	3 (86.1)	3 (86.6)	3 (83.0)	4 (72.5)	5 (72.0)	4 (80.0)
Developing my personality	5 (72.6)	5 (83.3)	5 (71.7)	5 (74.7)	7 (68.4)	5 (70.9)	6.5 (68.0)	6 (76.3)
Developing moral standards	6 (67.8)	6.5 (68.7)	6 (71.6)	6 (67.0)	5 (72.4)	6 (65.5)	6.5 (68.0)	7 (74.6)
Making a desirable marriage	7 (63.7)	6.5 (68.7)	7 (68.4)	7 (62.9)	9 (44.7)	8 (62.4)	8 (64.0)	5 (76.7)
Developing a satisfying philosophy	8 (61.4)	8 (64.6)	9 (54.3)	9 (48.9)	4 (72.5)	7 (63.8)	9 (56.0)	8 (71.2)
Becoming a cultured person	9 (55.7)	9 (54.2)	8 (57.5)	8 (50.0)	8 (53.1)	9 (54.5)	4 (76.0)	9 (61.0)

*1. Secretarial and office studies (Secretarial, Office Studies)

2. Business career (Accounting, Business Management, Data Processing, Food Services, Retailing)

3. Engineering and related career (Civil Technology, Drafting, Electronics Technology, Electronics Service and Merchandising, Industrial Electricity)

4. Police and related career (Corrections, Police Management, Public Administration, Public Service)

5. Transfer

6. Developmental

7. Special and others (Special students, guest students, unknown)

TABLE II
RATINGS OF PERSONAL CONCERNS BY SUMMARY AND CURRICULAR GROUPS*

Personal Concerns	Summary	Rank-Order and Percentage ( ) Rating as Very Important or Important 1	2	3	4	5	6	7
Selecting and preparing for an occupation	1 (90.7)	1 (100.0)	1 (93.6)	1 (94.4)	2 (93.6)	2 (90.0)	1 (91.6)	4 (79.0)
Passing my courses	2 (89.2)	2 (89.6)	2.5 (85.3)	2 (90.9)	1 (95.7)	1 (90.3)	2 (87.5)	1 (86.2)
Achieving economic independence	3 (79.7)	4 (83.3)	2.5 (85.3)	3 (74.2)	6 (80.9)	3 (78.7)	3 (83.4)	2 (82.8)
Adopting a system of values I can live by	4 (77.9)	3 (85.4)	5 (76.0)	4 (70.8)	3 (85.1)	4 (78.6)	6 (70.9)	3 (82.7)
Getting along with others my age	5 (77.6)	7 (73.2)	4 (81.7)	7 (63.8)	8 (75.0)	7 (70.8)	14 (52.2)	6 (77.0)
Racial conflict or injustice	6 (71.2)	8 (72.9)	6 (69.4)	9 (61.3)	4.5 (83.0)	5 (71.8)	4.5 (75.0)	5 (75.9)
Poverty	7 (68.6)	6 (79.1)	11 (62.5)	14 (58.4)	9 (70.3)	6 (71.0)	4.5 (75.0)	7 (70.1)
The Viet Nam war	8 (65.6)	5 (81.2)	13 (61.2)	5 (67.4)	12 (65.2)	8 (65.4)	9 (62.5)	8.5 (69.6)
Achieving independence from parents and other adults	9 (63.9)	9 (70.9)	8 (66.7)	13 (58.7)	10 (68.1)	9 (64.3)	15 (52.0)	14 (60.4)
A possible world war	10.5 (62.7)	10 (68.8)	15 (58.0)	6 (65.5)	13.5 (61.7)	10 (63.1)	9 (62.5)	8.5 (69.6)
Sexual behavior	10.5 (62.7)	12 (64.6)	9 (66.0)	8 (61.8)	8 (72.4)	12 (60.9)	13 (56.6)	11 (63.8)
College campus conflict	12 (61.6)	13 (64.5)	12 (62.4)	10 (61.2)	11 (65.3)	11 (61.4)	11 (59.1)	15 (60.3)
Birth control	13 (60.6)	15 (62.5)	7 (68.4)	12 (59.1)	13.5 (61.7)	14 (57.8)	8 (66.7)	12.5 (62.1)
Drug use	14 (59.9)	16 (60.4)	14 (60.0)	15 (56.4)	4.5 (83.0)	13 (58.6)	15.5 (50.0)	12.5 (62.1)
Selecting a mate and preparing for marriage	15 (58.4)	14 (63.9)	10 (63.2)	11 (60.9)	16 (48.9)	15 (57.2)	12 (58.4)	16 (57.9)
Global overpopulation	16 (57.5)	11 (66.7)	16 (57.6)	16 (51.1)	15 (59.6)	16 (56.5)	7 (66.8)	10 (65.5)
Starting a family	17 (40.8)	17 (43.7)	17 (45.0)	17 (37.2)	17 (40.4)	17 (38.7)	15.5 (50.0)	17 (49.2)

* See Table 10 for identification of curricular groups.

TABLE 12
PARTICIPATION IN CO-CURRICULAR ACTIVITIES BY SUMMARY AND CURRICULAR GROUPS*

Type of Activity	Summary	Rank-Order and Percentage ( ) Rating as Essential or Important 1	2	3	4	5	6	7
Student clubs or organizations	1 (19.4)	1 (22.3)	3 (10.5)	3 (12.1)	1 (17.0)	1 (24.9)	1.5 (16.0)	2 (4.9)
Fraternities or sororities	2 (17.4)	3 (8.3)	2 (11.0)	2 (20.9)	2 (14.9)	2 (21.9)	1.5 (16.0)	4.5 (3.3)
Intramural athletics	3 (16.0)	6.5 (2.1)	1 (17.4)	1 (24.2)	5 (6.4)	3 (17.9)	5 (8.0)	2 (4.9)
Volunteer service groups	4 (8.8)	3 (8.3)	4 (7.6)	5 (4.4)	3 (12.8)	4 (10.4)	3.5 (12.0)	7 (1.6)
Student publications	5 (6.4)	3 (8.3)	5.5 (3.5)	4 (5.5)	7 (2.1)	6 (7.5)	3.5 (12.0)	4.5 (3.3)
Faculty-student committees, boards, councils, etc.	6 (6.2)	6.5 (2.1)	5.5 (3.5)	6 (3.3)	4 (8.5)	5 (7.7)	6.5 (4.0)	2 (4.9)
Student government	8 (3.0)	6.5 (2.1)	7 (2.3)	8 (1.1)	8.5 (0)	7.5 (4.1)	8.5 (0)	7 (1.6)
Dramatics	9 (2.2)	9 (0)	8.5 (1.7)	8 (1.1)	8.5 (0)	9 (3.1)	6.5 (4.0)	9 (0)
Others	7 (3.1)	6.5 (2.1)	8.5 (1.7)	8 (1.1)	6 (4.3)	7.5 (4.1)	8.5 (0)	7 (1.6)
Total	82.5	55.6	59.2	73.7	66.0	101.6	72.0	26.1

* See Table 10 for identification of curricular groups.

TABLE 13
PARTICIPATION IN CO-CURRICULAR ACTIVITIES
BY MALES AND FEMALES

Type of Activity	Male		Female	
	N	%	N	%
Student clubs or organizations	122	16.8	82	25.6
Fraternities or sororities	134	18.4	48	15.0
Intramural athletics	154	21.2	13	4.1
Volunteer service groups	62	8.5	30	9.4
Student publications	32	4.4	35	10.9
Faculty-student committees, boards, councils, etc.	49	6.7	16	5.0
Student government	22	3.0	9	2.8
Dramatics	16	2.2	7	2.2
Others (specified by individuals)	20	2.8	12	3.8
Total	611	84.0	252	78.8

TABLE 14
PARTICIPATION IN CO-CURRICULAR ACTIVITIES BY AGE

Type of Activity	Age Groups (by December 31, 1969) 18-19 N	%	20 N	%	21 N	%	22-24 N	%	25-29 N	%	30-34 N	%	35 - up N	%
Student clubs or organizations	67	20.6	68	28.7	27	29.3	19	14.1	13	11.3	4	6.2	6	8.2
Fraternities or sororities	50	15.4	49	20.7	14	15.2	38	28.1	24	20.9	4	6.2	3	4.1
Intramural athletics	55	16.9	43	18.1	22	23.9	27	20.0	18	15.6	1	1.5	1	1.4
Volunteer service groups	22	6.8	28	11.8	14	15.2	16	11.8	9	7.8	0	0	3	4.1
Student publications	23	7.1	18	7.6	8	8.7	8	5.9	6	5.2	1	1.5	3	4.1
Faculty-student committees, boards, councils, etc.	21	6.5	15	6.3	13	14.1	7	5.2	7	6.1	0	0	2	2.7
Student government	9	2.8	4	1.7	5	5.4	6	4.4	7	6.1	0	0	0	0
Dramatics	10	3.1	4	1.7	2	2.2	5	3.7	1	.9	0	0	1	1.4
Others (specified by individuals)	15	4.6	10	4.2	2	2.2	2	1.5	2	1.7	1	1.5	0	0
Total	262	83.8	239	100.8	107	116.3	128	94.8	87	75.6	11	16.9	19	26.0

TABLE 15
PARTICIPATION IN CO-CURRICULAR ACTIVITIES
BY EARNED GRADE LEVEL

Type of Activity	Grade Point Average: Under 2.00 N	Under 2.00 %	2.00-2.49 N	2.00-2.49 %	2.50 and up N	2.50 and up %
Student clubs or organizations	24	21.4	89	21.3	89	17.8
Fraternities	20	17.8	84	20.1	77	15.4
Intramural athletics	20	17.8	85	20.3	60	12.0
Volunteer service groups	13	11.6	38	9.1	41	8.2
Student publications	6	5.4	24	5.7	37	7.4
Faculty-student committees, boards, councils, etc.	6	5.4	25	6.0	33	6.6
Student government	1	.9	11	2.6	19	3.8
Dramatics	1	.9	9	2.2	13	2.6
Others (specified by individuals)	3	2.7	12	2.9	17	3.4
Total	94	83.9	377	109.5	386	77.0

TABLE 16
PARTICIPATION IN CO-CURRICULAR ACTIVITIES BY CLASS

Type of Activity	Class Level: Freshman N	Freshman %	Sophomore No degree in 1969 N	Sophomore No degree in 1969 %	Sophomore Exp. degr. in 1969 N	Sophomore Exp. degr. in 1969 %
Student clubs or organizations	83	13.3	40	24.7	79	33.9
Fraternities or sororities	85	13.6	33	20.4	61	26.2
Intramural athletics	85	13.6	34	21.0	43	18.4
Volunteer service groups	34	5.4	22	13.6	34	14.6
Student publications	30	4.8	11	6.8	26	11.2
Faculty-student committees, boards, councils, etc.	23	3.7	11	6.8	29	12.4
Student government	14	2.2	3	1.8	14	6.0
Dramatics	14	2.2	3	1.8	6	2.6
Others (specified by individuals)	19	3.0	4	2.5	7	3.0
Total	387	61.9	161	99.4	299	128.3

TABLE 17
PARTICIPATION IN CO-CURRICULAR ACTIVITIES BY FULL-TIME OR PART-TIME STATUS

Type of Activity	Full-time N	Full-time %	Part-time N	Part-time %
Student clubs or organizations	185	24.4	15	5.6
Fraternities or sororities	160	21.1	19	7.1
Intramural athletics	148	19.6	14	5.2
Volunteer service groups	80	10.6	11	4.1
Student publications	60	7.9	6	2.2
Faculty-student committees, boards, councils, etc.	55	7.3	9	3.4
Student government	28	3.7	3	1.1
Dramatics	17	2.2	5	1.9
Others (specified by individuals)	27	3.6	3	1.1
Total	760	100.3	85	31.8

TABLE 18
PARTICIPATION IN CO-CURRICULAR ACTIVITIES BY FATHER'S LEVEL OF EDUCATION

Type of Activity	8 yrs. or less		attended H.S.		H.S. graduate		attended college		earned college degree	
	N	%	N	%	N	%	N	%	N	%
Student clubs or organizations	22	13.6	31	15.9	72	17.6	41	29.5	33	26.6
Fraternities or sororities	16	9.9	34	17.4	80	19.6	30	21.6	20	16.1
Intramural athletics	17	10.5	31	15.9	66	16.2	28	20.1	21	16.9
Volunteer service groups	15	9.2	19	9.7	29	7.1	17	12.2	11	8.9
Student publications	5	3.1	15	7.7	24	5.9	12	8.6	10	8.1
Faculty-student committees, boards, councils, etc.	5	3.1	13	6.7	20	4.9	14	10.1	12	9.7
Student government	3	1.8	5	2.6	9	2.2	7	5.0	6	4.8
Dramatics	2	1.2	7	3.6	6	1.5	4	2.9	3	2.4
Others (specified by individuals)	3	1.8	4	2.0	13	3.2	8	5.8	4	3.2
Total	88	54.3	159	81.5	319	78.1	161	115.8	120	96.7

TABLE 19
RATINGS OF GENERAL SUBJECTS BY CURRICULAR GROUPS*

Subject	Summary		Total Number of Raters and Percentage Rating as Highly Beneficial**													
			1		2		3		4		5		6		7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
English	769	59.7	39	61.5	122	60.7	71	36.6	26	38.5	472	63.3	10	70.0	23	73.9
Social/Behavioral Sciences (sociology, history, psychology, etc.)	615	48.3	26	26.9	75	44.0	49	10.2	25	48.0	414	54.8	4	--	18	50.0
Mathematics	708	46.6	22	31.8	126	57.1	90	67.8	24	12.5	409	42.3	9	--	19	52.0
Life Sciences (biology, botany, zoology, etc.)	343	39.4	12	50.0	26	23.1	21	--	11	--	264	43.9	2	--	5	--
Physical Sciences (physics, chemistry, mechanics)	361	37.7	1	--	34	14.7	40	65.0	13	--	252	36.9	3	--	13	53.8
Humanities (literature, arts, etc.)	344	35.8	7	--	37	27.0	26	--	12	41.7	249	39.8	3	--	7	28.6
French or German	200	13.5	1	--	20	--	17	--	11	--	143	16.8	1	--	5	--

* See Table 10 for identification of curricular groups.
** Dashed lines (--) indicate categorical ratings by less than five persons.

TABLE 20
RATINGS OF TECHNICAL OR PROFESSIONAL SUBJECTS*
BY SELECTED GROUPS

Subject	Percent Rating Highly Beneficial	Percent Rating Little or No Value
Civil Technology[1]	90.0	0
Police Administration and Science[2]	96.3, 89.7	0, 4.4
Secretarial Science[3]	83.3	2.8
Electrical/Electronics[4]	80.6	12.9
Office Studies[5]	80.0	0
Drafting[6]	78.4, 25.0	2.7, 25.0
Accounting[7]	76.9, 30.8, 72.2	3.3, 11.5, 3.8
Data Processing[8]	76.1, 38.9	7.5, 11.1
Business[9]	75.0, 79.2, 77.3	4.2, 0, 0
Engineering[10]	86.7, 73.9	0, 4.3
Education[11]	65.2	3.0
Marketing[12]	58.8, 63.6	0, 9.1
Management[13]	57.7, 47.1	11,5, 11.8
Corrections[14]	--	--
Food Services[15]	--	--

1 Engineering technology (30)
2 Police management (27), transfer (68)
3 Secretarial (36)
4 Engineering technology (31)
5 Secretarial (10)
6 Engineering technology (37), transfer (12)
7 Business career (91), secretarial (26), transfer (79)
8 Business career (67), transfer (18)
9 Business career (48), secretarial (20), transfer (44)
10 Engineering technology (15), transfer (23)
11 Transfer (66)
12 Business career (17), transfer (11)
13 Business career (26), transfer (17)
14 Less than five raters in a given curricular group
15 Less than five raters in a given curricular group

TABLE 21
RATINGS OF SEVERAL ASPECTS OF THE EDUCATIONAL PROGRAM BY CURRICULAR GROUPS*

Program Aspects	Summary	Rank Order and Percentage ( ) Rating as Superior or Good 1	2	3	4	5	6	7
Your courses, generally	1 (85.1)	1 (83.3)	1 (84.5)	1 (88.6)	2 (93.3)	1 (85.2)	3 (66.6)	2 (81.5)
Instruction	2 (79.0)	3 (68.7)	3 (74.3)	2 (81.9)	1 (95.6)	2 (79.0)	2 (71.4)	1 (82.1)
The library	3 (75.0)	2 (75.0)	2 (76.8)	3 (75.1)	3 (81.4)	3 (76.2)	1 (80.9)	4 (47.9)
Personal counseling	4 (53.3)	5 (43.5)	5 (61.8)	4 (56.3)	5 (56.1)	4 (51.9)	4 (62.0)	5 (39.6)
Academic advisement	5 (53.1)	4 (47.9)	4 (62.4)	5 (54.0)	4 (70.4)	5 (50.3)	7 (42.9)	3 (49.1)
Advisement in employment or transfer	6 (37.5)	6 (41.3)	6 (35.7)	6 (36.5)	7 (34.3)	6 (39.7)	5 (55.5)	6 (15.4)
Student activities	7 (35.3)	7 (39.1)	7 (32.7)	7 (34.9)	6 (47.3)	7 (36.5)	6 (52.4)	7 (7.3)

*See Table 10 for identification of curricular groups.

TABLE 22
RATINGS OF H.A.C.C. STUDENT BODY*

	Desirable-Undesirable Dimensions, Percentage Ratings											
	Summary			1			2			3		
	Hi	Neut	Lo	Hi	Neut	Lo	Hi	Neut	Lo	Hi	Neut	Lo
Sweet-sour	24.7	64.3	11.0	26.1	65.2	8.7	29.2	60.2	10.5	22.0	62.2	15.8
Fair-unfair	45.9	42.7	11.4	59.6	36.2	4.3	46.6	43.5	9.9	38.1	50.0	11.9
Involved-apathetic	23.2	39.5	38.2	29.8	42.6	27.6	22.3	37.9	39.7	18.8	40.0	41.2
Interesting-uninteresting	46.9	34.7	18.4	61.7	27.6	10.6	47.2	34.8	18.0	41.9	36.0	22.1
Attractive-unattractive	49.6	38.9	11.6	46.8	38.3	14.9	43.4	40.2	16.3	54.7	33.7	11.6
Sociable-unsociable	43.6	33.0	23.4	51.0	27.7	21.3	42.9	36.0	21.2	41.9	30.2	27.9
Leaders-nonleaders	22.2	48.2	29.5	27.7	48.9	23.4	35.6	48.8	26.9	19.8	50.0	30.3
Loyal-unloyal	31.0	49.2	19.9	36.2	44.7	19.1	34.8	47.5	17.8	25.9	40.0	34.2
Friendly-unfriendly	50.4	35.1	14.5	51.0	32.0	17.0	50.9	34.2	14.9	49.4	29.4	21.2
	Evaluative Dimensions, Percentage Ratings											
	Summary			1			2			3		
	Hi	Neut	Lo	Hi	Neut	Lo	Hi	Neut	Lo	Hi	Neut	Lo
Intellectual-vocational	23.5	51.5	24.9	25.5	51.1	23.4	21.7	53.4	24.9	23.3	48.8	27.9
Low income-high income	15.4	69.6	15.1	8.2	72.3	19.1	12.6	71.9	15.6	18.8	60.0	21.2
All alike-much difference	13.4	31.8	54.7	10.6	25.5	63.9	11.9	32.1	56.0	12.8	29.1	58.2
Liberal-conservative	29.3	48.6	22.1	42.6	40.4	17.0	26.4	49.7	23.9	28.2	49.4	22.3

* See Table 10 for identification of curricular groups.

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TABLE 22 (continued)
RATINGS OF H.A.C.C. STUDENT BODY

	Desirable-Undesirable Dimensions, Percentage Ratings											
	4			5			6			7		
	Hi	Neut	Lo	Hi	Neut	Lo	Hi	Neut	Lo	Hi	Neut	Lo
Sweet-sour	17.0	80.6	2.1	24.6	64.6	10.8	22.7	59.1	18.1	21.2	66.0	12.8
Fair-unfair	41.3	47.8	10.9	45.3	42.0	12.7	68.2	27.3	4.5	45.9	41.7	12.5
Involved-apathetic	21.7	50.0	28.4	23.4	37.7	39.0	22.7	31.8	45.5	19.6	50.0	30.4
Interesting-uninteresting	46.8	38.3	14.9	47.1	35.2	17.7	54.6	13.6	31.8	40.0	32.0	28.0
Attractive-unattractive	47.8	41.3	10.9	51.2	39.1	9.5	59.1	36.4	4.5	42.6	38.3	19.2
Sociable-unsociable	38.3	38.3	23.4	43.9	32.4	23.6	54.6	13.6	31.8	36.0	48.0	16.0
Leaders-nonleaders	21.8	50.0	28.3	21.0	48.2	28.1	22.7	59.1	18.2	23.9	39.1	36.9
Loyal-unloyal	26.7	60.0	13.3	30.2	50.5	19.3	36.3	54.5	9.1	29.8	51.1	19.2
Friendly-unfriendly	36.2	51.1	12.7	51.4	35.2	13.5	54.6	31.8	13.6	49.0	39.2	11.8
	Evaluative Dimensions, Percentage Ratings											
	4			5			6			7		
	Hi	Neut	Lo	Hi	Neut	Lo	Hi	Neut	Lo	Hi	Neut	Lo
Intellectual-vocational	23.4	63.8	12.8	23.2	52.1	24.7	45.4	36.4	18.1	23.4	44.7	32.0
Low income-high income	13.0	71.7	15.2	16.0	70.8	13.1	18.2	63.6	18.1	21.2	61.7	17.0
All alike-much difference	6.5	45.6	47.8	15.0	31.0	53.8	13.6	22.7	63.6	10.2	40.8	49.0
Liberal-conservative	33.4	52.1	14.6	28.4	48.6	23.0	36.4	50.0	13.6	34.0	51.1	14.9

TABLE 23
CATEGORIES OF VALUED EXPERIENCES BY ORDER OF FREQUENCY

	Rank	Freq
Learning opportunity	1	169
Students, social interaction	2	143
Classes and courses	3	86
Instructors, interaction with students	4	79
Specific personal experiences	5	72
Social, club, organizational activities	6	52
Instructors, generally	7	32
Student freedoms to behave	8	26
Specific and unimportant comments	9	21
Instruction, generally	10	20
Instructors, academic advisement	11.5	7
Students, attitudes and behavior	11.5	7
Administration, administrators	13.5	6
Counseling	13.5	6
Part-time work activities	15	5
Sports	16	3
Instructors, attitudes	17.5	3
Students, long hair, hippies, etc.	17.5	3
Friendly atmosphere	19.5	2
Housing and transportation	19.5	2
Vanguard	21.5	1
Students, school spirit and participation	21.5	1
Total frequency		746

TABLE 24
CATEGORIES OF DISAPPOINTING EXPERIENCES BY ORDER OF FREQUENCY

	Rank	Freq.
Specific personal experiences	1	98
Students, attitudes and behavior	2	73
Students, school spirit and participation	3	70
Classes and courses	4	66
Instructors, generally	5	60
Social, club, organizational activities	6	40
Students, disturbances and racial conflict	7	38
Instruction, generally	8	35
Specific and unimportant comments	9	30
Sports	10	20
Instructors, academic advisement	11	17
Administration, administrators	13	16
Housing and transportation	13	16
Food service	13	16
Instructors, appearance and behavior	15	15
Scheduling of courses for part-time students	16	12
Unfriendly atmosphere	17.5	10
Instructors, attitudes	17.5	10
Counseling	19	9
Students, long hair, hippies, etc.	20	8
Students, social interaction	21	7
Vanguard	22	6
Instructors, interaction with students	23	5
Learning opportunity	24	2
Student freedoms to behave	25.5	1
Part-time work activities	25.5	1
Total frequency		681

TABLE 25
RECOMMENDATION OF THE COLLEGE BY VARIOUS SUB-GROUPS

	Summary		Sex				Marital Status			
			Male		Female		Single		Married	
	N	%	N	%	N	%	N	%	N	%
Yes	900	91.0	625	91.5	275	89.9	666	89.8	217	95.2
No	89	9.0	58	8.5	31	10.1	76	10.2	11	4.8

	G.P.A. Level					
	Under 2.00		2.00-2.49		2.50 & up	
	N	%	N	%	N	%
Yes	89	84.0	360	91.8	441	92.2
No	17	16.0	32	8.2	37	7.7

	Age													
	18-19		20		21		22-24		25-29		30-34		35 & up	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	284	90.7	205	88.7	73	85.9	116	90.6	99	94.3	59	98.3	64	95.5
No	29	9.3	26	11.2	12	14.1	12	9.4	6	5.7	1	1.6	3	4.5

	Class					
	Freshman		Sophomore		Sophomore Degree '69	
	N	%	N	%	N	%
Yes	539	92.4	141	91.0	200	87.7
No	44	7.5	14	9.0	28	12.3

TABLE 25 (continued)
RECOMMENDATION OF THE COLLEGE BY VARIOUS SUB-GROUPS

	Veterans				Full-Time or Part-Time			
	Veterans		Non-vets		FT		PT	
	N	%	N	%	N	%	N	%
Yes	206	93.2	676	90.4	654	90.1	230	94.6
No	15	6.8	72	9.6	72	9.9	13	5.3

	Educational Level of Father											
	8 yrs or less		Attended H.S.		H.S. Graduate		Attended college		Received Bach. Degr		Received Higher Degr	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	149	96.8	169	92.3	351	90.5	122	92.4	67	83.8	27	81.8
No	5	3.2	14	7.6	37	9.5	10	7.6	13	16.2	6	18.1

	Curricular Groups*													
	1		2		3		4		5		6		7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	42	89.4	155	95.1	83	95.4	44	97.8	499	89.6	20	90.9	47	83.9
No	5	10.6	8	4.9	4	4.6	1	2.2	58	10.4	2	9.1	9	16.1

*See Table 10 for identification of curricular groups.